

**Texas Education Agency
Standard Application System (SAS)**

2017–2019 Expanding Access to Advanced Academics		
Program authority:	General Appropriations Act, Article III, Rider 8, 84 th Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here</small> <hr/> <small>Place date stamp here</small> <div style="display: flex; justify-content: space-between;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">JUN 27 AM 9:43</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED EDUCATION AGENCY</div> </div>
Grant Period:	August 15, 2017, to May 31, 2019	
Application deadline:	5:00 p.m. Central Time, June 27, 2017	
Submittal Information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494	
Contact Information:	Lauren Dwiggs, lauren.dwiggs@tea.texas.gov; (512) 463-8864	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Thorndale ISD	166-905		
Vendor ID #	ESC Region #		
	13		
Mailing address		City	State
300 N. Main St.		Thorndale	TX
		ZIP Code	76577
Primary Contact			
First name	M.I.	Last name	Title
Megan	L	Riggins	High School Counselor/AP Coordinator
Telephone #	Email address		FAX #
(512) 898-5483	Megan.riggins@thorndale.txed.net		(512) 898-5090
Secondary Contact			
First name	M.I.	Last name	Title
Adam	C	Ivy	Superintendent
Telephone #	Email address		FAX #
(512) 898-2538	Adam.ivy@thorndale.txed.net		(512) 898-5356

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Adam	C	Ivy	Superintendent
Telephone #	Email address		FAX #
(512) 898-2538	Adam.ivy@thorndale.txed.net		(512) 898-5356
Signature (blue ink preferred)		Date signed	

Adam Ivy

Only the legally responsible party may sign this application.

701-17-102-005

RFA #701-17-102; SAS #264-17
2017–2019 Expanding Access to Advanced Academics

2017-016526



Schedule #1—General Information	
County-district number or vendor ID: 166-905	Amendment # (for amendments only):
Part 3: Schedules Required for New or Amended Applications	

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Memorandum of Understanding	For applicants within Focus Area 2, a signed or draft Memorandum of Understanding (MOU) between participating entities, including program responsibilities and assurances must be attached. See Written Agreement Template for instructions.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 166905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the students will not be required to pay for Advanced Placement (AP) courses, with the exception of AP exams (funding may be used to assist students in paying for AP exam fees).
4.	The applicant provides assurance that the students will be provided the opportunity to take AP exam(s) for the courses taken.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 166905

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	166-905	Adam Ivy	(512) 898-2538	Funding amount
	Thorndale ISD		Adam.ivy@thorndale.txed.net	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID:			Amendment # (for amendments only):	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #4—Request for Amendment

County-district number or vendor ID:

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID:		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 166905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Thorndale ISD is pursuing this grant opportunity to expand advanced educational opportunities for our students. We have a very elite group of students in our community that strive for excellence, however the constraints of being a rural district often limit us. This grant would propel us forward and jump start the expansion of our AP program which is much needed and desired for our district. One of the largest benefits we will be able to give our students whose population hovers around 50% economically disadvantaged, is the suite of assessments from College Board for free. An extra benefit is the additional Pre-AP and AP classes we will be able to offer through the expansion which will enhance our vertical alignment and preparation for post secondary readiness. The goal of this grant is to expand advanced academic opportunities for our district which was a goal of our campus and district moving forward. This grant opportunity comes at the perfect time for Thorndale ISD to capitalize on needed monetary support in order to accelerate our progress of this goal.

In developing the budget for this grant application, we focused on several goals we have: training for teachers and coordinators through AP Summer Institutes and Coordinator conferences, stipends for teachers teaching these courses and performance on these exams, covering the cost of exam fees for PSAT 8/9, PSAT10, PSAT, SAT, and AP exams, and supplies such as textbooks and instructional materials for the new AP courses we are adding.

The funds obtained through this grant would provide monetary assistance to all students which benefits all students, especially our economically disadvantaged students which makes up almost fifty percent of our student population.

Currently, our needs assessment process is comprised of meetings between the counselor and principal who occasionally consult with our superintendent. In a rural district, we have several staff members that fill many roles so we all band together in order to do what is best for students within our constraints. Whenever the needs assessment process is found to have been implemented without fidelity and without the best interest of students at heart, administrative personnel take over.

In order to effectively manage this grant program, TEA guidelines surrounding this grant must be strictly adhered to. Thorndale ISD has several key personnel in place who are extremely attentive to detail ready to manage this grant through close monitoring of the budget and expenditures against the TEA guidelines. All expenditures for this grant will need to be verified that it is an allowable expense and approved by two employees. This will be completed at designated checkpoints throughout the year as well as as needed whenever expenses are requested.

Thorndale ISD has several methods by which we will evaluate the program. The first method we will use to evaluate the program's effectiveness by is participation in Pre-AP and AP courses which will be monitored through enrollment numbers as reported in TxEIS. The second method we will use to evaluate the program's effectiveness by is participation in AP exams. This will be monitored through reports generated through College Board's website that shows us the breakdown in our student population and examinees. The next method we will use to evaluate the program's effectiveness is grade reports, benchmark data, and student feedback for the AP courses. Through the efficient utilization of TxEIS and Eduphoria, we can quickly

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disaggregate important data that shows us numerical data in how our students are doing in the AP courses. Another way we will report on the effectiveness of this program is through monitoring the percentage of graduating seniors enrolling in post secondary education immediately following graduation. This data will be generated through students' self reports verified by final transcript requests from colleges for students who have applied and enrolled in their institution. Finally, we will monitor the program's effectiveness through College Board reports on our students' performance on the AP exams.

In preparing this grant application, all statutory requirements and TEA requirements have been closely followed. This is an integral part of any aspect of school finance and this application is no different. Following Texas Education Code (TEC), Texas Administrative Code (TAC), as well as TEA fiscal guidelines and various program requirements is of the utmost importance. In completing this application, I have been careful to follow all directions given and read all the fine print involved in the various supporting resources and documents. All statutory requirements as well as TEA requirements have been and will continue to be followed throughout the entire grant funding period.

Thorndale ISD has an extraordinary ongoing commitment to see this program through to success. With the focus and determination of key players in our district, this grant will provide us the opportunity to meet district and campus goals such as expanding our advanced academics much sooner than would have been realized without it. Additionally, we are confident of the sustainability of the program due to the fact that there is room in our budget to endure the fidelity of this program after the grant runs out. We currently budget for testing, textbooks, stipends, and professional development. While this is enough to sustain the program, it does not allow for growth and start-up costs which is what this grant provides for. Thorndale ISD would be a most deserving rural underserved district to receive this grant.

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 166905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 166905				Amendment # (for amendments only):	
Program authority: General Appropriations Act, Article III, Rider 8, 84th Texas Legislature					
Grant period: August 15, 2017, to May 31, 2019				Fund code/shared services arrangement code: 429/5842	
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$7,500	\$5,250	\$12,750
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$14,250	\$0	\$14,250
Schedule #10	Other Operating Costs (6400)	6400	\$8,000	\$0	\$8,000
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$29,750	\$5,250	\$35,000
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$29,750	\$5,250	\$35,000
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$35,000
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$5,250
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 166905			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher	0	0	\$0
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director	0	0	\$0
5	Project coordinator	0	0	\$0
6	Teacher facilitator	0	0	\$0
7	Teacher supervisor	0	0	\$0
8	Secretary/administrative assistant	0	0	\$0
9	Data entry clerk	0	0	\$0
10	Grant accountant/bookkeeper	0	1	\$1,250
11	Evaluator/evaluation specialist	0	0	\$0
Auxiliary				
12	Counselor	0	1	\$4,000
13	Social worker	0	0	\$0
14	Community liaison/parent coordinator	0	0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant	0	0	\$0
16	ESC coordinator/manager/supervisor	0	0	\$0
17	ESC support staff	0	0	\$0
18	ESC other	0	0	\$0
19	ESC other	0	0	\$0
20	ESC other	0	0	\$0
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$5,250
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112	Substitute pay		\$1,500
26	6119	Professional staff extra-duty pay		\$6,000
27	6121	Support staff extra-duty pay		\$
28	6140	Employee benefits		\$
29	61XX	Tuition remission (IHEs only)		\$0
30	Subtotal substitute, extra-duty, benefits costs			\$7,500
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$12,750

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 166905		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$0
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 166905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$14,250
Grand total:		\$14,250

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 166905		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose:	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$8,000
Grand total:		\$8,000

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 166905			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 166905

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	82	41.2%	
Limited English proficient (LEP)	0	0%	
Disciplinary placements	5	2.5%	
Attendance rate	NA	95.93%	
Annual dropout rate (Gr 9-12)	NA	0%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	2	16.67%	
6-10 Years Exp.	3	25%	
11-20 Years Exp.	5	41.67%	
20+ Years Exp.	2	16.67%	
No degree	0	0%	
Bachelor's Degree	12	100%	
Master's Degree	0	0%	
Doctorate	0	0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
									70	52	52	50	59	283

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										3	3	3	3	12

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Schedule #13—Needs Assessment

County-district number or vendor ID: 166905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to define the needs of Thorndale High School in Thorndale ISD, we first focused on disaggregated data pulled directly from our College Board reports. We focused on participation and performance, as well as what we are currently able to offer and what we need in order to meet our goals in relation to advanced academics. We have several goals for Thorndale High School: expand the number of AP course offerings, raise participation in AP classes, improve participation and performance on AP exams, and develop our teachers for AP classes. The biggest determining factor when prioritizing needs was if it was best for students. We also focused on sustainability. Expanding our course offerings should be doable at least with a couple of the classes. While it would make our master scheduling even more difficult, we should be able to make it work. The need to expand the number of AP course offerings comes from our desire to achieve more as a campus overall and respond to our students who are asking for more AP course offerings. Currently, we offer AP Biology (on alternating years), AP Chemistry (on alternating years), AP English Language, AP English Literature, AP Art, AP US History, and AP Calculus AB. Courses that we would like to offer are AP Government, AP Macro Economics, AP Art History, AP Human Geography, AP Psychology, AP Statistics, and AP World History. Our enrollment for AP classes in the 2015-2016 school year was 55 students. Our enrollment for AP classes in the 2016-2017 school year was 57 students. Our projected enrollment for AP classes for the 2017-2018 school year is 78 students. Our goal for enrollment for AP classes in the 2018-2019 school year is to raise that to 115 students which is roughly half of our projected enrollment for that school year. A current need we have identified is improving participation and performance on AP exams. We will require a contract to be signed for students in AP classes that sets the expectation for taking the AP exam at the end of the course. We will also hold several AP exam boot camps that prepare students for the test. Another goal we have is to develop our teachers for AP classes. We would like focus on improving curriculum taught, providing quality professional development for teachers of AP subjects through the AP teacher summer institutes, and retaining these teachers by offering a stipend for teaching the class as well as a stipend when 50% or more of their students score a 3 or above on the AP exam.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 166905		Amendment # (for amendments only):
Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	Expand the number of AP courses offered to include AP Government, AP Macro Economics, AP Psychology, AP Computer Science Principles, AP Spanish, AP World History, and AP Human Geography.	The grant would allow us to purchase new classroom supplies and materials for these AP classes in order to get them established.
2.	Raise participation in Pre-AP and AP courses.	The grant would allow us to do this through paying for students to take the PSAT 8/9, PSAT 10, and the PSAT in order to see their AP potential and identifying students for Pre-AP and AP classes that way.
3.	Improve participation and performance on AP exam	The grant would allow us to do this by paying for each student to take the AP exam. Additionally, the grant would allow us to award stipends to teachers of AP classes who experience a 50% pass rate or better.
4.	Develop AP Teachers so they are proficient in the AP classes being taught and can facilitate their students to recognize success in these classes and on these exams.	The grant will allow us to do this by covering the cost of professional development for these teachers such as the AP summer institute for teachers of those courses. Additionally, AP teachers would be served through AP mentoring opportunities.
5.	Professional Development for AP Coordinator to improve the AP program at Thorndale High School.	The grant will allow us to send our AP coordinator to College Board coordinator training and cover all travel expenses in order to properly implement and facilitate the AP program at Thorndale High School.

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Schedule #14—Management Plan				
County-district number or vendor ID: 166905			Amendment # (for amendments only):	
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Title	Desired Qualifications, Experience, Certifications		
1.	Megan Riggins, High School Counselor & AP Coordinator			
2.	Orlando Vargas, Thorndale High School Principal			
3.	Adam Ivy, Thorndale ISD Superintendent			
4.	Rebecca Peel, Thorndale ISD Business Manager			
5.	Lana Sveda, College Board Director			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
#	Objective	Milestone	Begin Activity	End Activity
1.	Expand the number of AP courses offered	1. Determine courses to offer for 2018-2019	08/16/2017	10/31/2017
		2. Select teachers to teach classes	10/31/2017	12/31/2017
		3. Register teachers for AP summer institutes	01/08/2018	03/31/2018
		4. Enroll students in new AP course offerings	02/01/2018	05/01/2018
		5. Order supplies needed for new AP courses	05/01/2018	07/01/2018
2.	Raise participation in Pre-AP and AP classes	1. All students take the PSAT	10/01/2017	10/31/2017
		2. Results are analyzed to determine AP potential	12/01/2017	01/31/2018
		3. Students are encouraged to take Pre-AP and AP classes for which they showed potential and select courses for the 2018-2019 school year.	02/01/2018	04/01/2018
		4. Master schedule is built to support student enrollment in Pre-AP and AP classes	02/01/2018	04/01/2018
		5. Supplies and materials are purchased to support enrollment in Pre-AP and Ap classes.	04/01/2018	07/31/2018
3.	Improve participation in and performance on AP exams	1. All students enrolled in an AP class for the 2017-2018 school year have a signed contract on file that explains expectation to participate in corresponding AP exam	08/01/2017	08/18/2017
		2. Students' AP exams are paid for by the school	03/01/2018	05/31/2018
		3. Teachers are given a stipend when 50% or more of their students pass the AP exam	07/01/2018	07/31/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Develop AP Teachers	1. Select teachers to teach AP classes	10/31/2017	12/31/2017
		2. Register teachers for AP Summer Institutes	01/08/2018	03/31/2018
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		3.	Enroll eligible teachers of AP courses in AP Mentoring Opportunities	04/01/2018	07/31/2018
		4.	Teachers collaborate with other teachers of AP classes in other similarly sized schools, such as Thrall ISD which is a neighboring school district.	04/01/2018	ongoing
		5.		XX/XX/XXXX	XX/XX/XXXX
	5.	1.	Research and Attend AP Coordinator Training from the College Board	09/01/2017	08/01/2019
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 166905	Amendment # (for amendments only):
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Feedback and Continuous Improvement are critical components in order for one to meet its goals. Currently, the principal, Orlando Vargas, and counselor, Megan Riggins, meet periodically to review data in order to monitor the attainment of goals and objectives. We review data by pulling results of assessments, attendance, performance and comparing them to our goals. When we fall short, we know we must adjust the plan. When the plan for attaining goals and objectives must be adjusted, we focus on what is best for students and consult with our superintendent, Adam Ivy. We recently monitored the effectiveness of our two English teachers teaching the same class, English 2 throughout the school year. At the end of the school year, we compiled all the data and reviewed STAAR EOC results to see that one of our teachers was more effective in teaching English 2, so we made the decision to designate that teacher as our English 2 teacher for the 2017-2018 school year. We communicate changes through staff meetings and emails as needed in order to keep the staff and teachers involved. When communicating with our staff, we utilize letters sent home, emails, phone calls, Remind 101, and the school district's Facebook page.</p>	

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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Should Thorndale ISD receive this grant opportunity, the commitment to sustainability would be of the utmost importance. Currently, Thorndale ISD pays for all AP exams in order to reduce that burden on those students and families. Additionally, teachers receive a \$100 stipend for each student who passes the AP exam for their class. The grant would allow us to refocus the money currently allotted for paying for all AP exams for the next two years into other academic improvements needed for our campus such as curriculum and instructional coaches. We would like to restructure the stipend teachers receive to \$500 stipend for teachers who have a 50% or better pass rate on the AP exam. Due to our investment in our students and their achievement of success, all project participants – the principal, counselor, and superintendent are completely invested in this project and how we can best utilize funds to propel our students' success in AP courses. Expanding our participation is critical to the success of this grant program. I believe our EIC local policy helps support student's interest in our program due to the fact that Pre-AP and AP courses are weighted for rank and gpa purposes. Students are interested in courses if for no other reason then they receive extra points on their semester grades in order to help their gpa and rank standing in their class cohort. Thorndale High School has been researching the ability to offer more AP courses for the past year. This grant opportunity comes at the perfect time to help us achieve goals we were fearful were unattainable with the current state of school funding.

Schedule #15—Project Evaluation

County-district number or vendor ID: 166905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Participation in Pre-AP and AP courses will be monitored through enrollment numbers as reported in TxEIS.	1.	The number of students enrolled in AP courses will increase from 78 in the 2017-2018 school year to 115 for the 2018-2019 school year.
		2.	The number of students enrolled in Pre-AP courses will increase from 222 in the 2017-2018 school year to 325 for the 2018-2019 school year.
		3.	
2.	Participation in AP exam data will be reviewed after each AP examination period through College Board provided reports.	1.	The percentage of students who take an AP exam will increase from 50% to 90% by 2019.
		2.	
		3.	
3.	Teachers prepared to teach AP courses as monitored by grade reports and benchmarks for the AP classes as well as student feedback.	1.	Teachers' successful completion of an AP Summer Institute.
		2.	Teacher's regular participation in Mentoring.
		3.	
4.	Number of students prepared for postsecondary education through self-reported numbers and transcript requests received after graduation.	1.	The percentage of students who directly enroll in postsecondary education the fall after graduation will increase to 75% , up from 55% currently by August 2019.
		2.	
		3.	

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5.	Performance on AP exams as reported by College Board.	1.	The number of students who earn a 3 or higher on an AP exam will increase from 20% to 50% by 2019.
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In this day and age, collecting data can be rather simple. Data mentioned in the evaluation design can be compiled from grades, test results, and enrollment numbers exported from TxEIS in addition to College Board reports. We will also look at teacher data from trainings through purchase order requests and registration information. Students enrolled in post secondary education the fall after graduation will be reviewed through self reporting and transcript requests made the summer after graduation.

Problems with project delivery will be identified through periodic review of data. When registering students for classes, enrollment will be constantly monitored and encouraged. If numbers don't meet goal numbers, students will be encouraged through multiple means such as AP night, teachers, and the counselor. Data must be constantly monitored throughout the school year. A binder will be created with dividers for each specific goal of this project and data will be placed behind each goal in order to progress monitor and continue improvement. I have no doubt that with a laser focus, we can correct problems as they arise and meet goals set for ourselves by the summer of 2019.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 1: Clearly describe the applicant's vision for improving college and career readiness, through expanding advanced academics. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, Thorndale High School has a 55% rate of students enrolling in postsecondary education immediately following high school graduation. This percentage is not as high as we would like to see. Additionally, SAT scores are lower than average and I do not feel as though we are doing all we can to fully prepare students for college and career readiness. With new leadership recently, strides are being made in the right direction.

In order to improve college and career readiness, I believe more students need to be taking AP classes. This is to ensure that the level of instruction is where it should be for students to be prepared to walk into college level classes and be successful in them. Through expanding our AP class offerings to include AP Government and AP Macro Economics for example, our students needing to take government and economics in college will have an advantage as they will be prepared for these classes. Best case scenario would involved the students taking and passing the corresponding AP exams for those courses, therefore earning the credit for these classes without having to take them.

I believe that by offering the full College Board suite of assessments to our 8th – 11th graders, we will better prepare them for the true SAT that they will need to take in order to gain admission into college. My plan is to expose 8th graders and 9th graders to the PSAT 8/9, the 10th graders to the PSAT10, and the 11th graders to the PSAT in the fall of their junior year. Eventually, possibly in the 2018-2019 school year, I would like to expand our offerings to include the SAT school day which would be given to our juniors in the spring of their junior year. Currently, our rural district is not authorized to give the SAT school day, however I have heard that that may be changing soon. In addition to all these efforts, our vision is to encourage our students to create a College Board account and link their account to Khan Academy in order to gain individualized instruction in the areas in which they are weaker. As a school, we can have students do this during our advisory period each day in order to ensure they are practicing on these key concepts.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 2a: Describe in detail how the applicant will select AP course(s) that are valuable for students in their LEA/region (grounded in data that supports the decision). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Using the high school counselor to work very closely with students in course selections, students will be advised on choosing AP courses that support their future career goals. The principal and counselor work closely together in order to hear student feedback and support their goals. Recently, it has come to our attention that our student population interested in nursing is encouraged to take Statistics as their math course in college, not Calculus. By offering AP Statistics, this would help those students needing to prepare for and fulfill that requirement. We are doing a disservice by only offering AP Calculus at the moment.

Additional AP courses that the district is wishing to offer are AP World History, AP Human Geography, AP Government, AP Macro Economics, AP Computer Science Principles, and AP Spanish. While we offer advanced courses in other subject areas, our advanced course offerings in our Social Studies department is severely lacking. This has been in part due to a lack of teacher certification, however we just recruited a wonderful Social Studies teacher and after this year, there will be room in the master schedule to offer advanced courses. These course selections are driven by student desire, as well as job opportunities within our region. We currently have a high population in the Austin area of Spanish speakers. Additionally, computer science job opportunities are growing by the day in our region with 2,657 jobs currently available.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 2b: Describe in detail how the applicant will provide adequate space, instructional materials, and internet access (if utilizing online/blended learning) for AP courses. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Thorndale High School has adequate space in which to offer additional AP courses. Overcoming space challenges will not be a barrier for our district. Currently, our district is looking into pursuing a bond election and hopefully have a new high school at some point in the near future.

In order to support our AP courses, we will need to purchase instructional materials for these courses. Textbooks would be a large expense to get these courses up and running. Our campus went one-to-one with technology using Chromebooks last school year and this has been a much needed propeller in moving instruction forward.

We are currently exploring the switch from using Odyssey as our credit recovery program to using Edgenuity. The thing we really liked about Edgenuity is that they offered AP courses for supplemental purposes and should we go that route, we would need devices that speed up the internet, data cards, for the program. We would also like to look into other blended/online learning opportunities for AP courses.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 2c: Describe in detail how the applicant will set the expectation that students will participate in the corresponding AP exam(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Thorndale ISD has written a contract for students enrolling in AP courses based on the recommendation set forth by College Board. Prior to enrollment, students and parents will have to sign the contract for the AP course outlining the expectation that students will register for and complete the corresponding AP exam. We also hope to join forces with Thrall ISD, a neighboring district and huge rival of Thorndale ISD's to see who has the highest participation in the AP exams.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 2d: Describe in detail how the applicant will recruit and retain highly-qualified teachers for AP course(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

While Thorndale ISD struggles at times to recruit highly-qualified teachers, we do not seem to encounter difficulty retaining these teachers. Thorndale ISD is a wonderful place to work and the students are great kids who work hard at everything they do. Our community is very tight-knit. In order to recruit and retain highly-qualified teachers for AP course(s), Thorndale ISD would like to offer a stipend per AP course taught. Additionally, we will offer a stipend for each teacher who experiences a 50% pass rate or higher on the exam for their course. By providing mentoring opportunities through College Board and neighboring districts, as well as sending teachers to meaningful and timely professional development, we anticipate being able to support our AP teachers well.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 2e: Describe in detail how the applicant will provide initial and ongoing professional development to AP teachers through training, coaching, and mentoring opportunities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Thorndale ISD will provide initial and ongoing professional development to AP teachers through the AP Summer Institutes that are offered through College Board each year. In addition to these summer institutes, we will find a mentor for each teacher teaching an AP course whether it is through College Board or a neighboring district in order to ensure their success in teaching the class as well as garnering the needed support for them.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 2f: Describe in detail how the applicant will allocate staff time to ensure the success of AP courses and facilitate AP exam administration. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Thorndale ISD will provide a paid day of planning per semester to teachers of AP subjects so that they may work with their mentor teacher on planning engaging, scaffolded lessons that propel their students to success through a researched based scope and sequence. College Board offers a multitude of resources for teachers and AP coordinators that are utilized frequently by our staff. AP exam administration is handled by our district testing coordinator and high school counselor and no additional staff time is needed for this to be executed effectively and efficiently. Typically, we use substitutes whenever needed in order to do what is best for students and executing our AP program in fidelity with the expectations is not a problem.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 2g: Describe in detail how the applicant will recruit students to enroll in new AP course(s), include the projected number students to be served by the grant during each year of implementation as well as the projected number students impacted by grant services over time. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Thorndale ISD will use multiple opportunities to recruit students to enroll in new AP courses: parent/student informational nights, course selection meetings, current classroom teachers, and test results which show AP potential. During our parent/student informational nights throughout the year, we will discuss new AP course offerings coming for the next school year and how to register for them. While the counselor conducts course selections in classrooms throughout the day, she meets with junior students one-on-one to consider their course selections for their final year of high school and discusses in length all of the options and what they should consider based on their future college and career goals. Current classroom teachers will be a great avenue for getting the information out as they are the ones on the frontlines and interacting with students on a daily basis. Whether the student is currently enrolled in an on-level class or an advanced course, they can discuss options with the entire class and then pull those students aside that they feel should truly enroll in the class and encourage them on an individual basis. These conversations would be followed up by the counselor in order to ensure we are meeting the needs of our students to the greatest extent possible. Finally, test results from the PSAT 8/9, PSAT10, and PSAT will outline the AP Potential of each student and we will focus our efforts on enrolling those students that are selected to have the greatest potential of success in those specific classes. I have found the AP Potential report from College Board to be quite informative and it honestly saddens me that we currently do not have the ability to offer all of the classes our students show AP Potential in.

The projected number of students to be served by the grant during the 2017-2018 year is 250 students. This is our total enrollment as each student will be touched by this grant in one way or another. This is guaranteed by the use of grant funds to cover the cost of the College Board Suite of Assessments for 8th graders through 11th graders. For the 2018-2019 school year, the projected number of students to be served by the grant is 280 which will be our total enrollment. This is based solely on the College Board Suite of Assessments, however students will be served by the grant by being offered more AP courses, better access to post secondary options, assessments, and highly-qualified teachers dedicated to teaming with the student to ensure their success. I have no doubt that if given this opportunity, Thorndale ISD would utilize the funds in the best possible manner, stretching every dollar possible and making decisions based on what is best for students daily.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 166905	Amendment # (for amendments only):
TEA Program Requirement 3: Explain how the applicant intends to promote sustainability and access to quality advanced academics opportunities as a result of this grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Thorndale ISD has had many of these goals for years and have made progress in meeting some, while others have simply been out of reach without additional funds. Sustainability is a priority for us in expanding our AP program. I am certain that parents and students will be thrilled by the expanding of our AP program and will expect for it to continue. With measures we are putting in place, such as hiring an additional Social Studies teacher this year, we will be in a wonderful position to add AP and Pre-AP courses for the 2018-2019 school year. By restructuring the way course enrollments have been completed in the past and the order of coursework for our students moving forward, it will be possible to work the additional classes into the Master Schedule. The largest hurdle will be ensuring teachers go to the summer institute each year, however we vow to make this a priority so that our AP program can be offered with fidelity year after year. While this grant is a wonderful way to kickstart the expansion and deeper development of our AP program, it certainly will not be a factor that hinders us from continuing this exceptional opportunity into the 2019-2020 school year after this grant has ended.</p>	

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 166905

Amendment # (for amendments only):

TEA Program Requirement 4: Charter school district applicants and applications that include charter schools as part of an SSA must clearly demonstrate how they will serve students within rural district attendance areas outlined in the eligibility list. All other applicants may leave this response blank. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: